



# CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL

## Teaching and Learning Policy 2023 - 2024

Document Status			
Date of next review	November 2023	Responsibility	Teaching and Learning Committee
Date of Policy Creation	01 Dec 2015		
Date of Policy Adoption by Governing Body		Responsibility	Chair of Teaching and Learning
May 2019 – last reviewed		Signed	<i>Chair of T and L</i>
Method of Communication			
Website, Server			

**I have come that they may have life and have it to the full.** (John Chapter 10 verse 10.)

**PFTW – Perseverance, Friendship. Thankfulness and Wisdom**

***Stepping forward together.***

**5 ways to flourish – Living life to the full.  
Take notice, Connect, Be active, Give, Keep learning.**

# 5 ways to flourish

**John chapter 15 V 4**  
**Stay Connected**  
Remain in me, and I will remain in you. No branch can bear fruit by itself; it must remain in the vine.  
Matthew Ch. 6 V. 9  
This then is how you should pray....  
Our Father.....



**Matthew Chapter 25 V 20**  
**Always do your best**  
The man who had received the five talents brought the other five. 'Master,' he said, you have entrusted me with five talents. See, I have gained five more.'

**Matthew Ch. 6 V 26**  
**Do Not Worry**  
Look at the birds of the air; they do not sow or reap or store away in barns, and yet your heavenly Father feeds them. Are you not much more valuable than they? Who of you by worrying can add a single hour to his life?

**Matthew Ch. 2 V 11**  
**Give Great gifts**  
...and they bowed down and worshipped him. Then they opened their treasures and presented him with gifts of gold and of incense and of myrrh.  
**Luke Ch.6 V. 31**  
Do to others as you would have them do to you.

**Learn all that you can.**  
**John Ch. 14 V 5**  
Thomas said to him, "Lord, we don't know where you are going, so how can we know the way?"  
**Matthew Ch.11 V. 29**  
"Take my yoke upon you and learn from me, for I am gentle and humble in heart."

## **Our Vision Statement**

Christian values, British and cultural values, are central to the ethos of our school. We aim to provide a broad and balanced curriculum that is relevant to the school context that is, imaginative and innovative, creative, enriching and challenging.

The curriculum is paramount in providing the substance of the teaching at Cawood CE Primary. Our intent is that, through the five ways to flourish (*to connect, learn, be active, take notice and give*), every child will enjoy learning and fulfil their potential. **(keep learning)**

We encourage all members of our school community to develop the skills and confidence to achieve their very best in every aspect of life. We strive to provide the highest standards of teaching and excellent learning opportunities in a safe, friendly and supportive environment.

We aim to cater for the needs of every individual at every age and stage of development securing the very best outcomes for pupils.

As primary teachers and specialists in this field of learning, we continually discuss and review our practice to make improvements to the curriculum and especially in the day to day process of teaching and learning. The pupils, their individual progress and development, lie at the very heart of the school. Our teaching and learning is therefore concerned with how well we can teach, help and support the child in order to enable the individual to secure high levels of skills, knowledge and understanding and to enable the child to grow and flourish.

We believe that a strong partnership between home, school, parish and community is essential to our children's development. At Cawood, everyone matters.

## **Rationale** (See also the curriculum rationale document)

At Cawood CE Primary School we value all learning experiences which contribute positively to the rounded development and achievement of all our pupils. The curriculum is carefully structured, imaginative, innovative and relevant to the school context and learning community of Cawood. Our determination and over-riding aim is to provide a very rich curriculum to inspire pupils and to give all learners, and particularly the most disadvantaged the knowledge, skills and cultural awareness and understanding they need to progress and succeed in life. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' levels of achievement, their attitudes and their behaviour so that they can achieve their full potential and are able to make informed choices about the important things in their lives. **(wisdom)**

## **Aims**

The aims of this policy are to:

- promote and share understanding of what makes effective teaching and learning
- ensure pupil entitlement that promotes the progress of all pupils
- provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self-evaluation process
- contribute to the effective delivery of performance management within school with the sharing of good practice
- influence the school's strategic plan for improvement and support continuous professional development
- to teach effectively and efficiently reducing any unnecessary burdens of workload for pupils, staff (Head teacher and Governors).
- to encourage equal opportunities; for each individual to be able to develop and flourish
- to establish a firm foundation of values based on the school's core values (perseverance, friendship, thankfulness and wisdom)
- to encourage and develop British values of:

*democracy*  
*the rule of law*  
*individual liberty*  
*mutual respect and tolerance of those with different faiths and beliefs and for those without faith.*

- to encourage health and well-being for all
- to inspire pupils and all members of the learning community to pursue learning as a very rich and enjoyable experience and ultimately to lead happy and fulfilled lives

### **Creativity through excellence and enjoyment**

We actively provide learning opportunities through our teaching that promote creativity and a sense of fun. We believe that pupils learn best when they are happy, interested and motivated. We seek to:

- ensure attractive classroom environments
- promote a happy and purposeful atmosphere both in classrooms and around the school
- give opportunities for the whole school to work together **(to connect)**
- involve visitors and visits out of school, especially the local area including places of interest such as the Garth, All Saints church and the castle
- listen to pupil opinions both in class and through the School Council **(Take notice)**
- work in partnership with our community both in and outside of school
- promote community cohesion and our role as global citizens

### **Effective Learning – 5 ways to flourish**

We recognise that learning is most effective when learners:

- are engaged, appropriately challenged and extended **(keep learning)**
- acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding
- are motivated to work to the best of their abilities **(Be active)**
- show interest in their work and sustain concentration
- develop independent learning strategies **(Take notice)**
- are encouraged to take responsibility for their own learning, to be involved in reviewing their learning and to reflect on how they learn – what helps them and what makes it difficult to learn
- make good progress.

All pupils are entitled to:

- good quality teaching
- a safe and secure learning environment
- feedback on their progress
- clear targets for improvement
- advice and support

### **Effective Teaching**

We recognise that teaching is most effective when teachers:

- demonstrate good subject knowledge and understanding, teaching a coherent primary curriculum in a stimulating and creative way
- are technically competent in teaching skills \*(See Note)
- challenge and inspire pupils, expecting them to achieve the highest standards of which they are capable
- use methods, approaches and styles which enable all pupils to learn effectively
- ensure all tasks and activities are safe and in line with our Health and Safety Policy
- manage pupils well and secure high standards of behaviour
- use time, support staff and other resources, including ICT, effectively
- set targets and share these with pupils and their parents
- assess pupils' work thoroughly and use assessments to help and encourage pupils to progress
- use assessment evidence to plan effectively, setting appropriate objectives which pupils understand
- use home/school liaison effectively to reinforce and/or extend what is learned in school.

All teachers are entitled to:

- regular evaluation of their work
- feedback on their effectiveness
- (CPD) professional development opportunities which support their continuing effectiveness and support the needs of the school

\*Note – Please refer to the school’s curriculum statement.

Here is a very brief summary.

### **The importance of vocabulary**

We recognise the importance of vocabulary in children’s knowledge, skills and concept development. A growing and rich vocabulary is good for the development of the brain, the children’s understanding and their ability to communicate and express their thinking and reasoning.

### **Rosenshine’s Principles of instruction**

In order to further develop and improve our methodology of teaching and to have a more consistent approach, the school has adopted the Rosenshine Principles of Instruction.

The 10 Principles of Instruction are summarised here. (see below)

# THE PRINCIPLES OF INSTRUCTION

## TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

**HOW2**  
teachinghow2s.com

### 01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

### 02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

### 03 ASK QUESTIONS



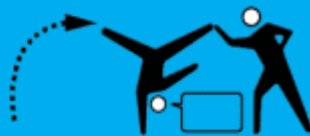
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

### 04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

### 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

### 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

### 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

### 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

### 09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

### 10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

## Evaluating our Effectiveness

The above criteria form the basis for evaluating the effectiveness of teaching and learning in our school. We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful. Learning is evaluated as being effective when it secures good progress for all pupils.

Teaching and Learning is evaluated through:

- planning
- assessment records
- classroom observation and feedback
- data analysis
- work scrutiny
- talking to children
- parent consultations
- internal monitoring and moderation
- governor monitoring
- *outside* scrutiny and evaluation by, for example, Ofsted, Siams, the school improvement partner and The Diocese.

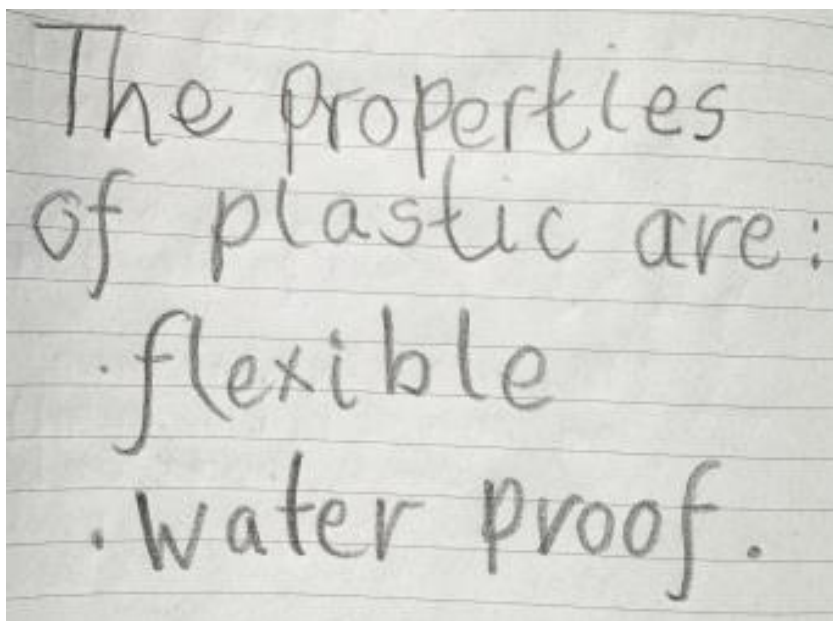
## Golden Sentences introduced in November 2023

### New learning is emphasised by Golden sentences.

Golden sentences are also used to emphasise important facts and key information and to help the children to remember the new facts or new information.

**Example for key stage 1:** Complete the golden sentence:

The properties of plastic are:

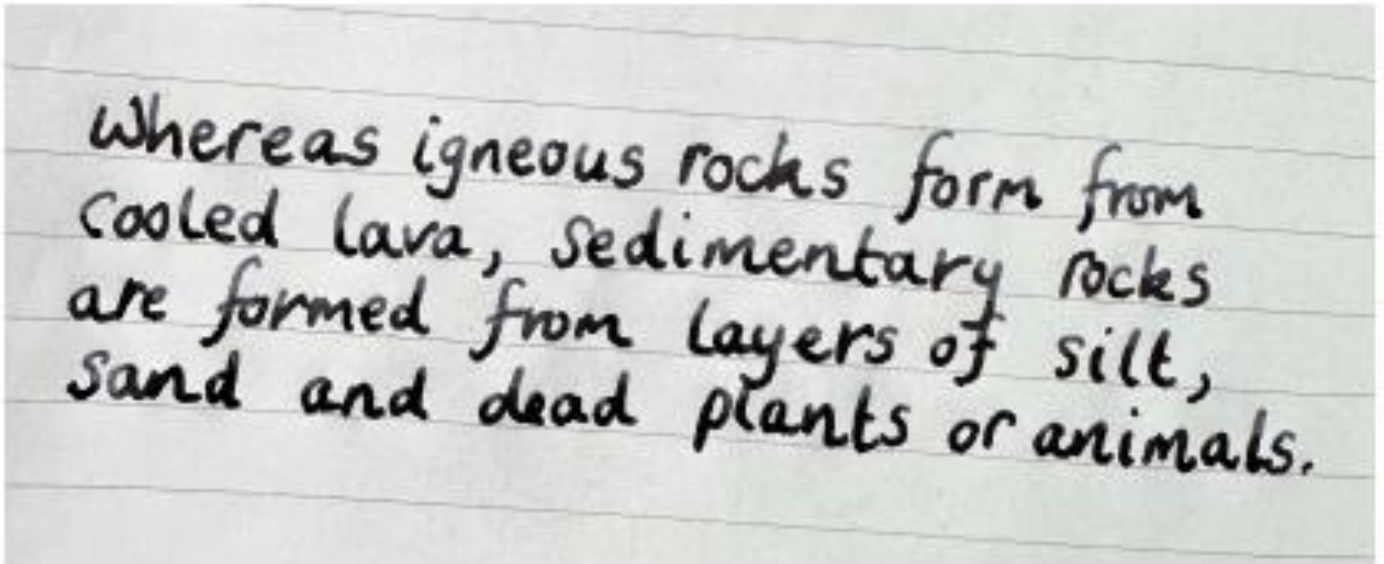




## Example for lower key stage 2

Explain the main differences between igneous and sedimentary rocks.

Begin your sentence with the subordinating conjunction – whereas



## Securing Consistency

The performance of all teachers is evaluated against the whole school agreed methodology of teaching and learning.

The Headteacher, Key Stage leaders and subject leaders have responsibility for monitoring and supporting teachers in their classrooms. The school checks the accuracy of its own judgements by having them monitored in turn by the LA Advisors and Ofsted and Siams Inspectors and other moderation teams such as the local cluster of schools.

All individually agreed performance objectives for teachers are monitored by the Headteacher and for teaching assistants by the Key Stage leaders and teachers on the upper pay scale.

## Contribution to School and Teacher Self-evaluation

Excellent teaching and learning are at the heart of an effective school. Information gathered through our monitoring and self evaluation is used to improve the school by:

- providing feedback to staff on their performance
- securing appropriate professional development opportunities in line with the needs of the teacher and the schools' improvement plan (SIP)
- sharing good practice
- influencing the school's strategic plan for development and informing curriculum planning and design.



## **Monitoring, Evaluation and Review of the Policy**

The operation and effectiveness of the policy is monitored and its success evaluated by the Senior Leadership Team and the Governing Body.

Reviewed November 26<sup>th</sup> 2017

Reviewed May 13.5.19

Reviewed October 2019

January 2020

October 2020, 2021

October 2021 -2022

November 2023 - 2024